

*Sir Ellis Kadoorie
Secondary School
(West Kowloon)*



**Annual School Plan
2008/2009**

Sir Ellis Kadoorie Secondary School

(West Kowloon)

Our School Vision

Our school is a fully-equipped modern school of cultural harmony with helping our students to integrate into the local society as the ultimate goal.

Our School Mission

To develop in our students:

1. all-roundedness and multiple intelligences
2. respect for other cultures
3. a sense of social awareness and responsibility

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1. Major Concern: Improving the organizational efficiency

Focus: Improving the team spirit

	Objectives	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	Teachers work together to handle students' problems.	<ul style="list-style-type: none"> Clear mechanisms worked out to handle students' problems Sharing sessions arranged for teachers to discuss difficulties encountered in handling students' problems 	<ul style="list-style-type: none"> throughout the year throughout the year 	<ul style="list-style-type: none"> Clear guidelines to teachers Regular sharing sessions arranged 	<ul style="list-style-type: none"> Staff feedback Staff feedback 	<ul style="list-style-type: none"> all teachers teams i/c HODs all teachers teams i/c HODs 	<ul style="list-style-type: none"> no special resources required no special resources required
2.	To encourage more collaboration/communication among staff.	<ul style="list-style-type: none"> To solicit staff views on formulating essential school policies and management issues and strengthen participatory planning and decision making in strategic planning To strengthen the role of middle management in facilitating interaction and communication among teachers and between teachers and school management 	<ul style="list-style-type: none"> throughout the year throughout the year 	<ul style="list-style-type: none"> At least 50% of the meetings of management teams attended by teachers not in the teams Teachers attending these meetings are willing to voice their opinions HODs/Teams i/c help in collecting views from teachers Stakeholder survey reveals that at least 75% of teachers agree that "The subject/committee heads can facilitate communication between the management and teachers." & "The teachers can voice their opinions to the school" 	<ul style="list-style-type: none"> Meeting minutes and attendance records Feedbacks collected Stakeholder survey 	<ul style="list-style-type: none"> School administrators teams i/c teams i/c HODs 	<ul style="list-style-type: none"> no special resources required no special resources required

	Objectives	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
				through the subject/committee heads.”			
3.	Non-teaching duties are streamlined and simplified.	<ul style="list-style-type: none"> To reduce the workload of class teachers in collecting reply slips by fixing a date for the issue of parents’ letters once every month as far as possible Re-arrange and streamline staff duties 	<ul style="list-style-type: none"> throughout the year beginning of school year 	<ul style="list-style-type: none"> Decrease in the number of parents’ letters Streamlined Staff Duty List 	<ul style="list-style-type: none"> Number of parents’ letters issued Staff duty list 	<ul style="list-style-type: none"> all teachers school administrators 	<ul style="list-style-type: none"> no special resources required no special resources required

2. Major Concern: Strengthening the self-evaluation mechanism

Focus: To promote evidence-based evaluation

	Objectives	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	To make effective use of examination data to plan for improvement on effectiveness of learning.	<ul style="list-style-type: none"> making use of data from examination results, TSA, and MCQ response analysis to identify the strengths and weaknesses of students, and plans are formulated accordingly for improvement 	<ul style="list-style-type: none"> after each examination 	<ul style="list-style-type: none"> Weaknesses and strengths of students listed out improvement plans are formulated according to the strengths and weaknesses identified 	<ul style="list-style-type: none"> examination evaluation reports programme plans 	<ul style="list-style-type: none"> HODs all teachers 	<ul style="list-style-type: none"> no special resources required
2.	To make effective use of student data to formulate plans to foster positive development of students	<ul style="list-style-type: none"> To make effective use of data from APASO 	<ul style="list-style-type: none"> November to December 	<ul style="list-style-type: none"> School administration able to identify school's needs and to draw up priority development areas each year based on results of APASO survey 	<ul style="list-style-type: none"> Stakeholder survey 	<ul style="list-style-type: none"> SIT 	<ul style="list-style-type: none"> no special resources required
3.	To develop amongst students the practice of self-evaluation	<ul style="list-style-type: none"> To promote peer evaluation in academic subjects To implement goal setting To implement a self evaluation scheme 	<ul style="list-style-type: none"> throughout the year throughout the year throughout the year 	<ul style="list-style-type: none"> more subjects include peer-evaluation in their coursework assessments 55% of students agree that they are able to set learning goals 50% of students agree that they have improved in all round improvement 	<ul style="list-style-type: none"> meeting minutes of departments evaluation evaluation 	<ul style="list-style-type: none"> all teachers class teachers guidance team 	<ul style="list-style-type: none"> no special resources required no special resources required no special resources required

3. Major Concern: Improving the effectiveness of learning and teaching

Focus: Enhancing teaching and learning through effective classroom management and supervision

	Objectives	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	More encouragement and appreciation to students	<ul style="list-style-type: none"> To set up an award system that can reinforce students' positive behaviours More encouragement and appreciation to students in lessons 	<ul style="list-style-type: none"> Oct 08 throughout the year 	<ul style="list-style-type: none"> The award system clearly explained to students and smoothly conducted More encouragement and praises from teachers 	<ul style="list-style-type: none"> Award records Stakeholder survey 	<ul style="list-style-type: none"> all teachers Academic promotion committee all teachers HODs 	<ul style="list-style-type: none"> prizes and certificates no special resources required
2.	Establishing reasonable and mutually agreed rules and regulations	<ul style="list-style-type: none"> Class teachers & subject teachers set up reasonable and mutually agreed classroom rules and regulations with students 	<ul style="list-style-type: none"> Sept 08 	<ul style="list-style-type: none"> The rules are mutually agreed by both teachers and students and clearly posted up in the classroom Improvement in students' learning attitude and behaviours in the class 	<ul style="list-style-type: none"> Observation of students' learning attitude and performance in class 	<ul style="list-style-type: none"> all teachers AP 	<ul style="list-style-type: none"> no special resources required
3.	Cultivate a classroom atmosphere conducive to peer learning / cooperative learning	<ul style="list-style-type: none"> To promote peer learning /cooperative learning through flexible classroom setting To foster better collaboration and support amongst peers in the learning process through the arrangement of interactive learning activities like project learning, dialogues, discussions, etc. To set up self-help groups, study groups 	<ul style="list-style-type: none"> throughout the year throughout the year throughout the year 	<ul style="list-style-type: none"> More interaction amongst students Interactive learning activities like project learning, dialogues, discussions, etc. conducted in the class 50% of classes set up self-help groups, study groups Better team spirit in the class 	<ul style="list-style-type: none"> Feedbacks from teachers Observation of class activities Feedback from students and teachers 	<ul style="list-style-type: none"> all teachers all teachers all teachers 	<ul style="list-style-type: none"> no special resources required no special resources required no special resources required

